ing. Besides interesting pedagogical reflections will be found accounts of early collaborators and personal tributes by former pupils.

Dollard, Miller, Doob, Mauer, Sears, et al. FRUSTRATION AND AGGRESSION. [New Haven: Yale University Press. $2.00.]

This substantial contribution comes as a collaborated work from the Yale Institute of Human Relations. Five authors and three collaborators have pooled their ideas and materials, read, criticized and clarified one another's offering to produce a unified pattern. To accomplish such a unification, in view of the subject matter of frustration-aggression is no small achievement, and to put it in some 200 pages almost a miracle.

The basic hypothesis studied stems from the freudian formulations and the numerous displays of aggression the world over, at this time, makes the work most opportune. Frustration, real or propagandized, is the primary point of departure, aggression its natural consequence, and the whole situation, personal, groups civic or national, is presented and discussed.

Starting with familiar little James and the sought-for ice cream cone the argument progresses to more important types of investigation, reenforcement, substitution and achievements. If the goal idea is not reached, the frustration-aggression sequence follows with a fairly uniform variety of motor patternings. In the opening chapters these are indicated and defined, and the steps leading up to the Marxian, Soviet elaboration clearly outlined as Dollard in his initial study has foreshadowed.

The work takes up the psychological principles and sketches the types of response to varying degrees of frustration in numerous fields of the pleasure principle. Direct and indirect aggression, displacement, self-aggression and catharsis are first dealt with.

Then follows a chapter on Socialization in America, and the family patterns of childhood relative to feeding and early sex behavior, on up to adult types of regulation of aggression in sport, play, competitions of all kinds between group majorities and minorities.

In adolescence the form may change, the basic principles are still there. Then Criminality demands extensive consideration both as to its minor and major expressions. Democracy, fascism and communism as group ideologies are the natural steps in the elaboration of the program. Here is much good sense notwithstanding the dangers of too farflung generalizations, especially in the application of the basic hypothesis to social responses.

Altogether we find the work well worth while, free from narrow prejudices or quack remedies.